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Curriculum Handbook *for* **Parents**

1998–1999

Catholic School Version

GRADE **9** **NINE**

Alberta EDUCATION

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Curriculum Handbook *for* **Parents**

1998–1999

Catholic School Version

GRADE **9**

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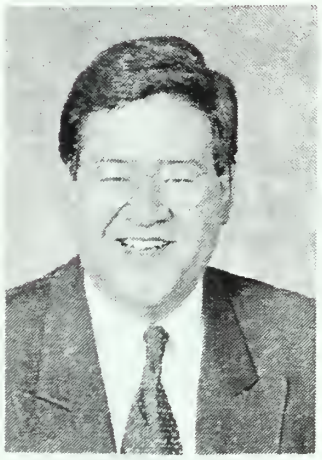
Message from the
Minister of Education



While students are at the centre of the education system, you, as parents are a vital partner. Your involvement in your child's education is critical to his or her success. To be the pathfinder, to help your child, you need to know what s/he is learning and when.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is a clear outline of what we expect our students to learn at each stage of their education. When you know what is expected at school, you can provide the home support students need. By reading about what your student is learning at school and discussing it at home, you do more than learn what is happening at school. You show your child that you value education.

This is the second edition of the handbook series. It reflects suggestions of parents, teachers and other education partners. I would like to thank those people whose comments helped us improve this edition.

I also would like to thank the eight school boards who worked on the development of the original handbooks – Edmonton Public, Edmonton Separate, Elk Island, Sturgeon, St. Albert Protestant, Greater St. Albert Catholic, Sherwood Park Separate and Black Gold.

Gary G. Mar, Q.C.
Minister of Education
M.L.A., Calgary Nose Creek

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CRESCAMUS
IN CHRISTUM

Office of the Archbishop

8421 - 101ST AVENUE
EDMONTON, ALBERTA
T6A 0L1

PH. (403) 469-1010
FAX. (403) 465-3003

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Education for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school, be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Education for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools (Public and Catholic), and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program written and approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning where as an old friend wrote, "... God, God's truth and God's life are integrated into the entire syllabus, curriculum and life of the school."

Let us continue to grow together into Christ.

J. N. MacNeil
Archbishop of Edmonton
President, Alberta Bishops' Conference

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Introduction to the Grade 9 Handbook

This handbook provides parents with information about the Grade 9 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 9 curriculum. It is based on the Alberta Education *Program of Studies: Junior High Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 9 is available in all Alberta junior high schools.

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Introduction

TO THE JUNIOR HIGH SCHOOL CURRICULUM

Alberta Education specifies what all students in Grade 7 to Grade 9 are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Education and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Education in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflects the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Education publication called, *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Education's Student Evaluation Branch by calling 403–427–0010 or, outside of Edmonton, dial 310–0000 to be connected toll free.

In Catholic schools there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 9 program assists young people in understanding both the joy and the demands of following in the way of Christ and living out the faith that our community professes in the Creed. Using the Beatitudes as a touchstone, young people are invited to examine the attitudes and actions that characterize the Christian life. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a spirit-filled community.

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Students explore these themes through the study of ten units:

Unit 1. Be with Me.

The students will examine the qualities of relationships. They will identify ways that the Beatitudes help us to understand the distinctive Christian attitudes that shape wholesome relationships. The Ten Commandments and Beatitudes are seen as stepping stones that show the way to true happiness and friendship with God and others.

Unit 2. Be Alive.

The students are invited to deepen their appreciation for the gift of life, and as they become increasingly aware of their gifts and abilities through the mystery of the Incarnation. Jesus affirms the dignity of every person and the sacredness of the human body. The 5th Commandment underlines the sacredness of human life from the moment of conception to the moment of death. Emotions are a gift that help us to relate to God and others. Our faith guides our expression of emotion so that we relate to others in a responsible and loving way. "Blessed are the peacemakers."

Unit 3. Be Faithful.

The students are introduced to the virtue of faithfulness as an attitude that encourages them to involve God in their lives. The 1st and 2nd Commandments are seen as a call to love and respect God above everything. The students will deepen their understanding of prayer as a lived relationship with God, and the 3rd Commandment as a call to "stop and pray." They will describe and demonstrate a variety of forms of prayer and articulate the different ways God responds to prayer. "Blessed are the poor in spirit."

Unit 4. Be Loving.

The students will explore the Christian dimensions of love within the context of popular notions of love. They will analyze ways they love others and articulate what it means to be loved and to love unconditionally. They will review and apply a decision making model, define conscience, and name its role in moral decision making. Within the context of the 6th commandment as a protection for the sacred bonds of committed love, the students will explain how sexuality helps them to love, identify acceptable Christian expressions of love, and analyze sexual issues in relation to the virtue of chastity. They will identify signs of manipulative, coercive and abusive behaviours in relationships and demonstrate an understanding of the assertiveness skills necessary for developing and maintaining healthy relationships. "Blessed are the peacemakers."

Unit 5. Be Obedient.

The students will explain and interpret the 4th Commandment as it applies to families and identify the roles, duties and responsibilities that are shared within Christian families. They will recognize legitimate authority within various sectors of society: school, civic community, Church, and identify, explain and affirm their respective duties.

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Unit 6. Be Just.

The students will identify social justice issues and use the preferential option for the poor as the criterion for analyzing issues of injustice. They will demonstrate an understanding that Christian justice is rooted in love, mercy and compassion. Blessed are those who hunger and thirst for righteousness. The students will also evaluate their lifestyle in terms of its ecological impact and identify the correlation between their relationship with God and their relationship with others and the earth. "Blessed are the meek."

Unit 7. Be Honest.

The students will define stewardship in terms of respect for the goods and property of another. They will identify the balance between the right to own and the requirement to share. The students will explain the role of truthfulness in relationships and recognize God as the source of absolute truth and they will evaluate their own behaviour in light of the 7th and 8th Commandments.

Unit 8. Be Generous.

The students will understand how Jesus models a generous attitude toward others and enables us to rejoice in our own and in other's good fortune, happiness and blessing. They will define pure of heart, modesty and envy, comparing and contrasting common attitudes in society with the 9th and 10th Commandments. These commandments will be used as a tool for critical reflection on career and life skills planning. "Blessed are the pure of heart."

Unit 9. Be Forgiving.

The students will define forgiveness, examine the ways Jesus models forgiveness, and identify areas in their life where they are called to forgive. They will understand reconciliation, give examples of how it restores and heals relationships, and explain how the Church enables and facilitates reconciliation. "Blessed are the merciful."

Unit 10. Be Hopeful.

The students will understand hope and its role in Christian living and explore the ways that prayer nourishes hope. They will identify people who model Christian hope and examine the 1st Commandment as a call to place all our hope in God. A review of the Virtues and Beatitudes which underlie the Christian lifestyle will culminate in a celebration of faith. "Blessed are you when people revile you and persecute you on my account. Rejoice and be glad, for your reward is great in heaven."

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As a result of participation in this program, students will:

- demonstrate a familiarity with and an ability to retell key biblical narratives that illustrate God's faithful relationship with a chosen people and the community's response to this relationship
- express connections between the relationships described in biblical events and their own life experiences
- show reverence for Scripture as God's living Word
- define human dignity and express its significance in Christian faith and practice
- name the articles of the Apostles' Creed as a summary expression of the Christian community's relationship with God and articulate some of the meaning of each article
- communicate their faith in ways that show a genuine understanding of the Apostles' Creed
- describe how the Creed is a summary of the faith community's understanding of who God is
- explain how the Creed calls them to make responsible choices and decisions in their everyday lives
- analyze (critique) events and personal decisions in light of a commitment to follow Jesus
- describe the relationship between real-life situations and the baptismal commitment to follow Jesus in the community of the Holy Spirit
- outline the ways that prayer deepens a relationship with God
- pray, using a variety of prayer styles
- participate in traditional forms of Catholic prayer.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

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The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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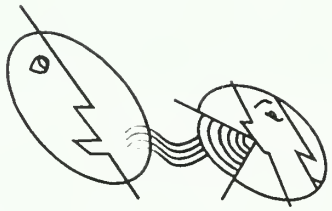
Language Arts



In language arts, students will demonstrate increasing confidence in their abilities and competence in their use of language. Language arts emphasizes the lifelong application of reading, writing, listening, speaking and viewing. The five strands are interrelated and enable students to communicate ideas and feelings, develop critical thinking skills, and contribute to their social and personal growth. The five language arts strands are integrated in a variety of themes and units. From grade to grade, students extend and refine the language skills they have already learned. Opportunities are provided for students to practise those skills in new contexts, using more challenging learning materials.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education and reflect the Catholic identity of the school.

Reading

By the end of Grade 9, students are expected to:

- analyze the theme and content of a novel
- identify the elements of a short story
- read poetry with an appreciation of figurative language
- identify, define and describe values underlying a position taken by a writer
- analyze, critically, information received through different ways.

Writing

By the end of Grade 9, students are expected to:

- write interpretative prose; for example, an essay, position paper, letter or editorial
- organize information to develop biographies, character sketches and advertisements
- demonstrate an increase in vocabulary and spelling skills
- use proper punctuation in all forms of writing
- demonstrate effective research skills
- make notes and provide the main and related ideas from reading, listening and observing.

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Listening

By the end of Grade 9, students are expected to:

- demonstrate the characteristics of a good listener
- recognize bias, emotional appeals and organizing patterns in verbal communication
- deal effectively with internal and external barriers to communication
- develop a personal response to oral messages.

Speaking

By the end of Grade 9, students are expected to:

- express their thoughts through casual conversation and organized discussion
- present a piece of writing orally to convey information and to persuade listeners to a point of view
- demonstrate the courtesies of group discussion, such as speaking in turn, using an appropriate tone and giving feedback in a nonthreatening manner.

Viewing

By the end of Grade 9, students are expected to:

- apply background knowledge and experiences in order to comprehend, respond to, interpret and evaluate visual messages
- identify the similarities and differences between a visual and a written selection
- take notes and gain information from a visual presentation
- critically analyze a variety of visual media.

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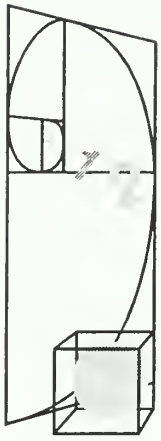
Mathematics



Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

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Number

By the end of Grade 9, students will:

- Explain and illustrate the structure and the interrelationship of the sets of numbers within the rational number system.

Sample Student Tasks

- The ratio of the circumference to the diameter of any circle is π. Explain whether or not π is a rational number.
- If you wanted to find the length of one side of a garden whose area is 25 m^2, explain why you would use only the positive square root of 25.

- Develop a number sense of powers with integral exponents and rational bases.

Sample Student Tasks

- Explain, orally and in written form, why $2^3 \times 2^5 = 2^8$. Give other examples of multiplication of powers with the same base. What is the pattern? Generalize to variable bases and exponents.
- Which is greater, 2^{-5} or 5^{-2}. Explain your reasoning. Compare your answer with your calculator answers.

- Use a scientific calculator or a computer to solve problems involving rational numbers.

Sample Student Tasks

- A swimming pool is filled by means of three pipes. The first pipe, by itself, can fill the pool in 8 hours; the second, by itself. can fill it in 12 hours; and the third pipe, by itself, can fill the pool in 24 hours. When all three pipes are in use at the same time, how long does it take to fill the pool?

- Explain how exponents can be used to bring meaning to large and small numbers, and use calculators or computers to perform calculations involving these numbers.

Sample Student Tasks

- The Moon is 3.84×10^5 km away. The circumference of the Earth at the equator is 4.0×10^4 km. How many times around the Earth, at the equator, would be the same as the distance to the Moon?

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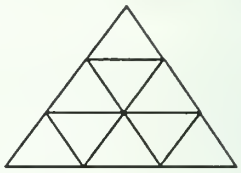
Patterns and Relations

By the end of Grade 9, students will:

- Generalize, design and justify mathematical procedures, using appropriate patterns, models and technology.

Sample Student Tasks

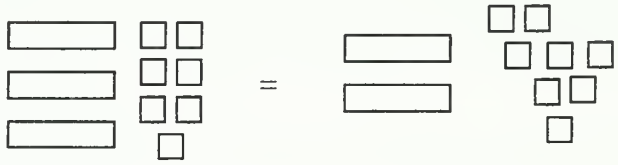


- This figure contains several "upright" triangles.
  Construct your own definition of an "upright" triangle.
  Using your definition, how many "upright" triangles are there in a similar figure with 10 rows?
- Given that density is mass divided by volume, explain why volume is mass divided by density.

- Solve and verify linear equations and inequalities in one variable.

Sample Student Tasks

- Use algebra tiles to justify an algebraic solution to $3x - 7 = -2x + 8$



- A string measuring 50 cm in length is cut into three pieces. One piece is twice as long as the shortest piece and the other piece is 10 cm longer than the shortest piece. Find the length of each piece of string.
- Lillian received 77%, 69%, 81% and 76% on her mathematics tests. What mark does she need on her fifth test in order to achieve an arithmetic mean (average) of at least 80%?

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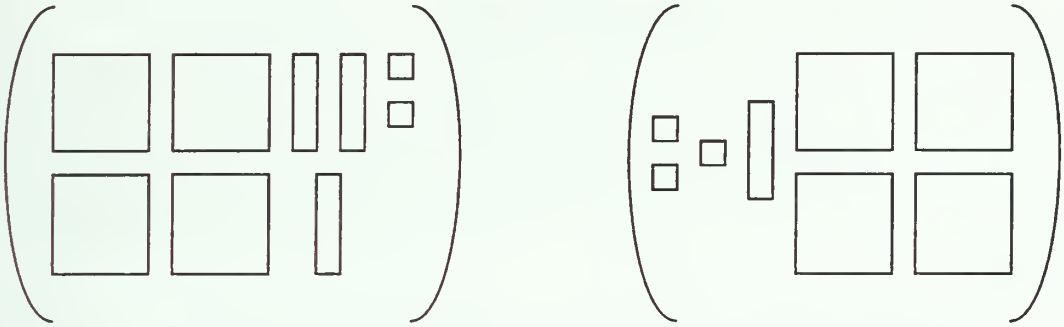
◆ Generalize arithmetic operations from the set of rational numbers to the set of polynomials.

Sample Student Tasks

- Explain how the algebra tiles given below can be used to justify an algebraic process for simplifying: $(4x^2 - 3x + 2) - (3 + x - 4x^2)$.



- Use an area model with algebra tiles to explain your algebraic solution to the product $(4x + 1)(x + 2)$.
- Find the quotient: $\dfrac{12x^3 - 16x^2 + 8x}{4x}$.

Shape and Space

By the end of Grade 9, students will:

◆ Use trigonometric rations to solve problems involving a right triangle.

Sample Student Tasks

- A 10-m ladder is leaning against a building. The angle between the ladder and the ground is 40°. The base of the ladder is 1.5 m from the building. How far is the top of the ladder from the ground?

◆ Describe the effects of dimension changes in related 2-dimensional shapes and 3-dimensional objects in solving problems involving area, perimeter, surface area and volume.

Sample Student Tasks

- Design three different containers that will hold 12 centimetre cubes and determine the most cost efficient container.

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◆ Specify conditions under which triangles may be similar or congruent, and use these conditions to solve problems.

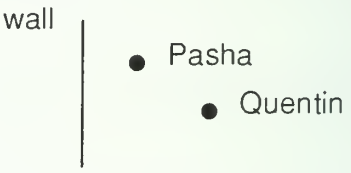
Sample Student Tasks

- Sol made a scale drawing of his rectangular vegetable garden, so he could plan how to plant it. Two sides of the garden are 10 m and 12 m and they form an angle of 50°. He drew a 50° angle on paper and made a triangle by marking off 20 cm and 24 cm on the sides of the angle and connecting them. He measured this side to be 19 cm. What is the length of the third side of this garden?

◆ Use spatial problem solving in building, describing and analyzing geometric shapes.

Sample Student Tasks

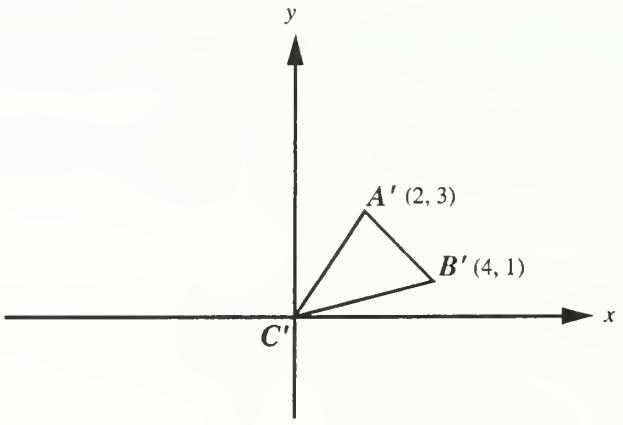
- Pasha and Quentin are hiding behind a high wall. Use diagrams to show:
  points from which neither person can be seen
  points from which Pasha but not Quentin can be seen
  points from which both can be seen.



◆ Apply coordinate geometry and pattern recognition to predict the effects of translations, rotations, reflections and dilatations on 1-dimensional lines and 2-dimensional shapes.

Sample Student Tasks

- The triangle in the diagram was moved from its original position by adding 1 to its x-coordinates and 3 to its y-coordinates and then reflect over the x-axis. What was the original position of the triangle?



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Statistics and Probability

◆ Collect and analyze experimental results expressed in two variables using technology, as required.

Sample Student Tasks

- Design, conduct and report on an investigation into one of the following:
  spring extension versus mass
  mass versus volume for several samples of the same substance
  price in Canadian dollars versus price in US dollars for books and magazines
  temperature versus time of day over a two day period (nonlinear)
  height versus "arm stretch"—distance between fingertips with arms fully extended
  any other possible relationship you wish to investigate.

◆ Explain the use of probability and statistics in the solution of complex problems.

Sample Student Tasks

- Amenu chose three, single digits for her combination lock. What is the probability that someone could make a lucky guess and open her lock? Explain. How could you set up a simulation experiment, using the computer to solve this problem?

Science

In science, students develop knowledge and skills that help them understand and interpret the world around them. At each level of the junior high program, students learn basic concepts from earth, physical and life sciences, and are challenged to apply what they have learned. Through their studies, students are expected to develop skills of inquiry and experimentation, skills of solving practical problems, and the skills of finding and evaluating information.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

The Grade 9 program consists of six units of study. Each unit focuses on a particular topic and develops three common themes:

- Nature of Science
- Science and Technology
- Science, Technology and Society.

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The six units of study are:

- Diversity of Living Things
- Fluids and Pressure
- Heat Energy: Transfer and Conservation
- Electromagnetic Systems
- Chemical Properties and Changes
- Environmental Quality.

Diversity of Living Things

Students study the diversity of living things, using scientific observation and classification. It examines processes that can alter the diversity of living things through the development and extinction of species.

By the end of Grade 9, students are expected to:

- describe the diversity of living things, using examples of structural and behavioural adaptations
- describe how selective breeding allows for the development of desired characteristics in domestic plants and animals
- describe the concept of natural selection to explain the evolution and extinction of species
- identify individual organisms that belong to larger groups sharing similar characteristics
- identify similarities and differences of major groups of living things.

Fluids and Pressure

Students are introduced to the properties of fluids, and examine the applications of fluids within the natural world and technological devices.

By the end of Grade 9, students are expected to:

- describe properties of fluids (liquids and gases) that make them useful in technological devices
- explain how hydraulic systems are used to apply and transfer forces
- interpret various technologies used in the movement and control of fluids
- design a device, using the concepts of fluid movement.

Heat Energy: Transfer and Conservation

Students learn about heat energy, transfer and related applications.

By the end of Grade 9, students are expected to:

- explain and apply the Particle Theory in different situations
- identify and interpret heat transfer processes of conduction, convection and radiation

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- explain the term heat as used to describe energy gained or lost by a material as it interacts with other material
- demonstrate that the materials and/or design of an object may affect the amount of heat gained or lost
- design and construct a solar heating device.

Electromagnetic Systems

Students study the principles of electrical current that provides a basis for production, control and use of electrical energy.

By the end of Grade 9, students are expected to:

- describe potentially dangerous situations involving electrical currents
- describe the various technologies used to produce electrical currents
- design and construct a simple device that operates on the basis of electromagnetic force
- construct and interpret circuit diagrams
- design and construct a circuit that will respond to a changing environmental condition.

Chemical Properties and Changes

Students are introduced to the chemical properties of common substances.

By the end of Grade 9, students are expected to:

- observe and measure properties of different materials
- describe changes in physical and chemical properties
- measure and describe the pH of substances
- distinguish and interpret physical and chemical properties of common household materials
- observe and measure different variables in chemical reactions
- evaluate methods of preventing oxidation (rusting) and corrosion in particular applications.

Environmental Quality

Students learn about the idea of environmental quality and the role of science in monitoring that quality.

By the end of Grade 9, students are expected to:

- describe changes in the ability of environments to support life
- identify quality indicators of different environments
- describe procedures used to measure environmental pollutants
- use scientific knowledge to make informed decisions about the environment
- identify personal actions that effect environmental quality.

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Social Studies

Social studies helps students to learn basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. Social studies includes the study of history, geography, economics, the behavioural sciences and humanities. Grade 9 social studies focuses on different perspectives of economic growth. The content is organized around three topics that serve as the context for developing important skills and attitudes. In each topic, students are expected to address at least one issue and one question for inquiry. Suggestions for this inquiry are provided within the curriculum.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 9.

Economic Growth: United States of America

Students learn how economic growth within a market economy affects the quality of life. Students will study the growth of industrialization in the United States.

By the end of Grade 9, students are expected to:

- describe some important influences upon industrialization in the United States
- explain how the changes in technology have influenced work, production and quality of life
- explain the role labour, government and specific individuals have played in the economic growth of the United States
- evaluate the effect of a market economy on the individual
- identify relationships among variables in charts, graphs and tables
- identify points of view expressed in cartoons, pictures and photographs
- appreciate the need for a balance between freedom and responsibility
- have empathy for people who have been affected by change.

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Economic Growth: A Case Study of the Former U.S.S.R.

Students learn how economic growth in a centrally planned economy has affected the quality of life. Students will learn about the growth of industrialization in the former Soviet Union.

By the end of Grade 9, students are expected to:

- describe how geography and history have influenced the industrial development of the former Soviet Union
- explain the role that government and significant individuals have had in developing the economy of the former Soviet Union
- evaluate the effect of a centrally planned economy on the individual
- read and interpret maps to uncover relationships between geography and industrialization
- draw conclusions about economic growth within a centrally planned economy
- appreciate the worth of individual initiative and group effort in achieving goals
- appreciate the ways different economic systems meet the needs of people.

Canada: Responding to Change

Students learn about technological change and its effect on the quality of life within a mixed economy so that they can make informed choices about economic growth. Students will study economic growth and technological change in the Canadian context.

By the end of Grade 9, students are expected to:

- discuss how technology affects our quality of life, the way people work and the world of work
- explain ways that government and individuals can influence technological change
- determine and express an opinion on the extent governments should influence economic growth
- determine the role of labour and management in responding to technological change
- evaluate the effect of continued economic growth on the physical and social environments
- read and interpret maps to uncover relationships between geography and industrialization in Canada
- classify industries as primary, secondary and tertiary, by using a colour scheme and corresponding key
- identify, understand and discuss issues of significance to the future of Canada and themselves
- develop awareness that technology raises many ethical issues.

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Physical Education

Physical education programs foster active, healthful lifestyles that enable students to recognize the importance of accepting responsibility for their physical, social and emotional well-being. Students in a well-balanced physical education program are expected to be provided with opportunities in seven dimensions of activity: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. The expectations for physical education are the same for students in grades 7, 8 and 9. Students are expected to demonstrate increased levels of performance during their three years in junior high school. As well as demonstrating the expectations in the seven activities, students are expected to demonstrate:

- physical skills in a variety and balance of activities
- the practice and theory of physical fitness
- knowledge about physical activity and healthy lifestyles
- positive attitudes toward active living
- positive social skills.

Consideration for exemption from participation in physical education is given for health issues, physical capabilities, religious preferences, cultural preferences and availability of facilities.

Aquatics

Students are expected to:

- feel comfortable and confident in the water
- swim a variety of distances and take part in water games and sports
- understand and use safety and lifesaving skills
- develop appreciation and respect for the water environment.

At least one exposure to a water and water safety program is suggested during the secondary years.

Dance

Students are expected to:

- develop body and space awareness and quality of movement
- create and perform individual, partner and/or group compositions

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- analyze the various elements of rhythmical movement in dance
- appreciate the opportunities for self-expression, creativity, physical fitness and social interaction provided through dance
- appreciate dance as an enjoyable lifetime activity.

Fitness

Students are expected to:

- assess and apply acceptable training principles in designing personal programs to improve cardiorespiratory efficiency, muscular strength and endurance, flexibility, body composition and posture
- improve the motor fitness components of agility, balance, coordination, power, reaction time and speed
- plan, monitor and participate in a personal fitness program
- understand the safety precautions common to fitness activities
- understand the relationship of nutrition, rest, relaxation, exercise and sports to physical fitness
- know and apply the principles of first aid.

Games

Students are expected to:

- use sound mechanical principles efficiently in the throwing, catching and holding on to objects in game conditions
- understand rules, etiquette and safety precautions associated with a variety of games
- understand and appreciate etiquette and self-control in game situations
- accept the roles of leader and follower in cooperative and competitive situations
- develop confidence and a desire to attempt new games or activities.

Gymnastics

Students are expected to:

- perform movements that result in balanced body strength and mobility
- use correct safety techniques where individual and/or cooperative assistance is required
- participate, willingly, as a performer and/or organizer of class events.

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Individual Activities

Students are expected to:

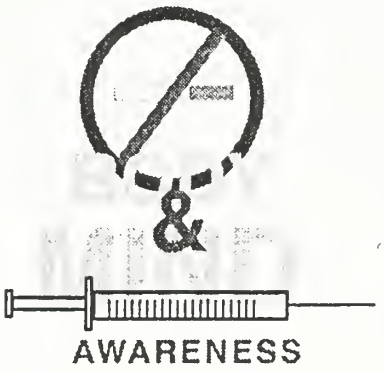
- develop basic skills, techniques and forms associated with individual activities
- use acquired physical skills in a variety of individual activities
- monitor self-improvement and set personal goals in various individual activities
- care for the safety, effort and ability of self, partners, officials and instructors
- develop confidence and a desire to attempt new individual activities.

Outdoor Pursuits

Students are expected to:

- develop the basic skills, techniques and forms associated with outdoor pursuits
- develop an awareness of the natural environment for worthwhile, lifetime outdoor pursuits in all seasons
- develop social skills that promote acceptable standards of behaviour and positive relationships with others
- develop increased confidence, self-sufficiency and individual initiative.

Health and Personal Life Skills



Each person begins life with unique characteristics, capabilities, limitations and the potential to grow as a person. A health program that encompasses the multidimensional nature of the person helps students recognize their potential and become aware of alternatives that will enhance their personal lifestyle.

The Health and Personal Life Skills program encourages the involvement of community agencies. To promote accurate information exchange and to encourage ongoing health education, it is important to involve parents and community resource people in the health program. Health education is a responsibility shared with the home, school and community.

The Health and Personal Life Skills curriculum is arranged around themes. While the themes are repeated throughout the junior high program, the focus and content is different in each grade.

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In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

Self-awareness and Acceptance

Students are provided the opportunity to develop attitudes of self-awareness and acceptance.

By the end of Grade 9, students are expected to:

- describe the relationship of self-concept and achievement
- describe the concepts of interdependence and personal responsibility
- identify different feelings and how they are expressed
- describe the relationship between emotional and physical health.

Relating to Others

Students learn that interpersonal relationship skills help individuals make decisions about behaviour that allows them to feel good about themselves and function positively within their environment.

By the end of Grade 9, students are expected to:

- describe the concept of rights and responsibility within relationships
- explain how family members influence the lives of each other
- interpret the family life cycle theory.

Life Careers

Students consider their personal interests, aptitudes and abilities in relation to career awareness and personal career planning.

By the end of Grade 9, students are expected to:

- use occupational classifications
- investigate different occupations and their educational requirements
- discuss the changing roles of men and women and the effect of stereotyping
- develop a personal career plan
- develop profile of personal strengths and uniqueness.

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Body Knowledge and Care

Students acquire the knowledge and skills to help them make effective decisions and to care for their body.

By the end of Grade 9, students are expected to:

- describe the importance of a balanced fitness program to promote health throughout life
- select and use health care products and services responsibly.

Human Sexuality

This theme emphasizes the individual nature of change, growth and the importance of one's family and personal values with respect to sexuality and sexual decision making. This unit is addressed within the context of Catholic teaching.

By the end of Grade 9, students are expected to:

- understand how personal and family values influence sexual decision making
- understand the advantages of abstinence
- understand the nature and process of puberty
- understand the relationship between good health and pregnancy
- understand the advantages and disadvantages of different birth control methods, including abstinence, and the moral position of the Catholic Church on each method.

Alberta Education requires that all schools offer the Human Sexuality theme of the Health and Personal Life Skills program. Parents will be notified when this theme will be offered. Parents decide if their child will participate in the human sexuality component.

Learner Outcomes in Technology

Alberta Education has prepared a framework of technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. Implementation of the technology outcomes will occur in September 2000. These outcomes are intended to be integrated in a variety of existing programs, such as English, mathematics, science and social studies. The information and communication technology outcomes that have been developed are considered basic knowledge and skills that all students will need as they progress through their schooling and in the future for preparation for further study or the workplace.

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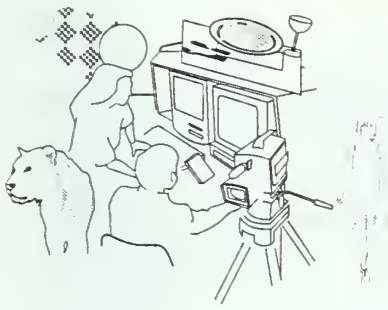
Complementary Courses



In addition to required courses, junior high schools are required to offer two provincially authorized complementary courses. Complementary courses are offered in the areas of career and technology studies, environmental and outdoor education, fine and performing arts, religious or ethical studies, and languages other than English. The range of complementary courses offered varies from school to school dependent on such factors as student and parent preferences, facilities and staffing. Complementary courses are designed to reinforce the learning in required courses, and to provide opportunities for students to explore areas of interest and areas related to potential careers.

Career and Technology Studies

Career and Technology Studies (CTS) provides students with practical, hands-on learning experiences in the area of personal interest, general career exploration and applied technology. In CTS, students have the opportunity to use and apply technology effectively and efficiently to solve problems and produce usable products within a personally relevant career context.

The Career and Technology Studies program is organized into strands and modules. Schools select from 22 strands those modules that are most relevant for the students and the community. A strand is a group of modules that support a wide range of career and occupational opportunities within one particular category. A module defines what students should know and be able to do and, in general, takes about 25 hours to complete, although some students may need less or more time. Students progress through a sequence of modules completing more challenging projects and activities as they go. In senior high school, students can build on what they learned in junior high school, developing career-specific skills that will help them make a smooth transition into adult roles in the family, community, workplace or further education.

The 22 Career and Technology Studies program strands are:

- Agriculture
- Career Transitions
- Communication Technology
- Community Health
- Construction Technologies
- Cosmetology
- Design Studies
- Electro-Technologies
- Energy and Mines
- Enterprise and Innovation
- Fabrication Studies
- Fashion Studies
- Financial Management
- Foods
- Forestry
- Information Processing
- Legal Studies
- Logistics
- Management and Marketing
- Mechanics
- Tourism Studies
- Wildlife

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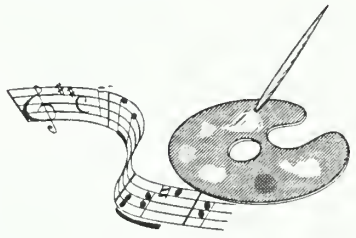
The CTS program offered in each school will vary depending on student and parent wishes, staff and facilities. Parents are encouraged to visit their local school to determine which CTS modules are being offered.

Students in Career and Technology Studies are expected to:

- develop skills that they can apply in their daily lives now and in the future
- refine career planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

Fine and Performing Arts



In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

In art, students are expected to learn how to express their personal feelings and intuitions and to become art critics. To achieve this, students are expected to use traditional and contemporary tools, materials and media, to think like artists, to value the art creation, and to value the art form. The expectations for art are the same for students in grades 7, 8 and 9. Students are expected to demonstrate increased levels of performance during the three years in junior high school.

Three areas—drawings, compositions and encounters—provide the framework for the junior high art program.

By using a variety of materials and techniques, students are expected to:

- depict the visual world through drawing, painting and sculpting
- increase technical competencies in drawing, painting and sculpting
- develop competencies in composition and use of multiple media
- develop a vocabulary for critiquing their art work in a positive way
- use the proper vocabulary of art criticism

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- investigate natural forms and man-made structures as source subjects
- compare natural and man-made artifacts
- understand the impact of artistic expression on cultures and across cultures.

Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. Students set up a dramatic situation, act out the situation and reflect on the consequences. It is this reflection that provides the knowledge for self-development and improved performance. Through the five disciplines in the junior high drama program, students learn about the different forms and standards of drama and theatre.

The five disciplines are:

- **movement** – physical, nonverbal expression
- **speech** – exploration of talking and speaking to effectively communicate ideas
- **improvisation/acting** – acting out of an idea or situation
- **theatre studies** – an introduction to the elements of drama and theatre
- **technical theatre** – stage construction and the use of sound, lighting, makeup, costumes, sets and props.

Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer.

The **instrumental** music program is designed to be a sequential and developmental approach to music instruction in either a wind percussion program or strings program.

The **choral** music program provides opportunities for students to develop and increase musical competency through singing, listening, creating and reading music.

The **general** music program covers a wide variety of musical areas from composition to performance, history and the basics of music.

The five main goals of junior high music are to enable students to:

- develop skills in listening, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase their awareness of the history of music and the role of music in their lives.

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Languages Other Than English

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in junior high schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4, but others may not begin until Grade 7 or later.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In junior high schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

Students entering junior high school may either begin their French language experience or they can continue developing their language proficiency, depending upon the level that was attained in elementary school.

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For those students starting French in junior high, the language content is based upon the concrete experiences of junior high students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1

The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.

The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.

Beginning 2

The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.

The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.

Beginning 3

The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.

The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

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At the Intermediate level, the following set of language experiences are developed:

Intermediate 4

- Health and Exercise
- Holidays and Celebrations
- Clubs and Associations
- Shopping
- Senses and Feelings

Intermediate 5

- Close Friends
- Fashion
- Social Life
- Outdoor Activities
- Advertising

Intermediate 6

- World of Work
- Trips, Excursions or Student Exchanges
- Money
- Role of the Media
- Conservation and the Environment

At each of these levels, the students work through these experiences to continue developing their ability to understand and communicate in French.

At the end of each level, the students must demonstrate the following knowledge and skills:

Intermediate 4

The ability to understand main ideas and some details contained in listening and reading texts that are familiar and somewhat predictable, such as understanding some key ideas given in a radio program concerning someone's feelings, or understanding the main ideas and some details contained in travel brochures in order to decide which place would be the most appropriate for a school trip.

The ability to talk and write about concrete topics, using simple and complex sentences, to compare or describe people, places or things, or to give or ask for information or advice. For example, students could talk about their club on a radio talk show and invite people to join, or they could write about what they are feeling in a journal entry

Intermediate 5

The ability to understand main ideas and most details contained in listening and reading texts that are familiar and somewhat predictable, such as understanding almost all of the key ideas and most details presented in a fashion show, or understanding all the main ideas and most of the details contained in an article discussing simple survival techniques.

The ability to talk and write about concrete topics, using simple and complex sentences, to compare or describe people, places or things, to give or ask for information or advice, or to narrate events in the past. For example, students could talk about their friends and what friendship means to them, or they could write a letter to a francophone pen pal.

Intermediate 6

The ability to understand all main ideas and almost all of the details contained in listening and reading texts that are somewhat familiar but less predictable, such as understanding almost all of the key ideas and most details presented in a televised interview on how to be successful in a job interview, or understanding all the main ideas and most of the details contained in an article discussing an environmental project.

The ability to talk and write about mostly concrete but sometimes abstract topics, using a series of simple and complex sentences, to compare or describe people, places or things, to give or ask for information or advice, or to narrate events in any tense. For example, students could simulate carrying out a job interview or they could write a formal letter to a company on its environmental practices.

Once students have attained the Intermediate 6 language proficiency level, they then move into the Advanced Level 7 in senior high school.

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German

This is a two-year, German second language program for junior high school students and is designed to develop effective communication skills in German, as well as develop cultural awareness. It can be taken in Grade 7 and Grade 8, or in Grade 8 and Grade 9.

Upon completion of the program, students are expected to:

- demonstrate their understanding of familiar questions, statements and instructions
- speak with reasonably correct intonation, rhythm and pronunciation
- reply with an appropriate answer to commonly asked questions and simple questions
- participate in a simple conversation directed by the teacher
- read for specific information and ideas within the range of their personal learning experiences and interests
- write familiar German, by:
  - copying
  - writing phrases from memory and dictation
  - composing simple statements and questions
  - answering questions in a controlled or guided context
- demonstrate awareness of the cultural implications of certain common linguistic forms.

Ukrainian

Ukrainian Language Arts

Ukrainian Language Arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and goes through to Grade 12.

Students are expected to:

- obtain specific information from teacher-selected sources
- recognize how to express personal feelings, ideas and opinions
- organize and present, effectively, information of interest to their peers
- share feelings; share and support ideas and opinions
- respond personally to a variety of literary forms
- use literature and other art forms to reflect creatively upon experiences of general interest
- recognize and be sensitive to differences or similarities in cultures
- recognize the contribution of the lifestyle of Ukrainians to the wider community.

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Ukrainian as a Second Language, Six-year Program

The Ukrainian as a Second Language, six-year program, is designed for students who wish to learn to communicate with others in Ukrainian and to preserve Ukrainian language and culture. The program begins in Grade 7 and goes through to Grade 12.

Students are expected to:

- use appropriate social conventions
- specify persons and objects, using the demonstrative adjectives: this, these, that, those
- ask and tell nationality
- ask and state ability to do something, what or with whom one does something, to whom something is given, and state one's intended profession
- state possession, using the genitive and possessive pronouns
- use ordinal numbers 1 to 20 in the nominative case
- ask and state the month, state when something occurs, the duration of time, the time of day in hours and minutes.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Languages

Locally developed language courses are available for Arabic, German, Italian, Japanese, Mandarin, Polish and Spanish. Contact your school board office for information about which language programs it offers.

Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

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Other

Environmental and Outdoor Education

In environmental and outdoor education, students learn to understand the consequences of human actions on environments. The course can be offered as a single course or as a sequence of courses.

Following completion of the course(s), students are expected to demonstrate:

- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- understanding, respect and appreciation for themselves and others
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- the ability to investigate the effects of human lifestyles on environment
- lifestyle strategies that encourage responsibility for local and global environments.

Ethics

The ethics course is designed to help students become contributing, ethical and mature persons. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives.

Students are expected to learn:

- working definitions of ethics and values
- decision-making skills
- about historical values and traditions
- about values of different cultural groups
- about their responsibility to their community.

Modules include:

- Winning and Losing
- Fairness and the Law
- Religion and Values
- Messages in Media.

Locally Developed Courses

School boards may develop courses to be innovative and responsive to local and individual needs. Contact the school to learn about locally developed courses available in your jurisdiction.

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French Immersion

French immersion is a program in which French is the language of instruction for a significant part of the school day. This program is designed for students whose first language is not French. Several subjects, or possibly all of them when students are in grades 1 and 2, are taught in French. The curriculum is identical to that offered in the regular English program. The major difference is that it is taught in French.

In addition to learning what is identified for courses such as mathematics, science and health, French immersion students also want to acquire full mastery of the English language, functional fluency in French as well as an understanding and appreciation of the French culture. Graduates of a French immersion program are able and willing to participate with confidence and competence in French conversations on a variety of topics. Should they so wish, they are able to take further education as appropriate to their abilities and interests with French as the language of instruction. Finally, they are able to accept employment where French is the language of work.

French immersion students perform well in all subject areas on system-wide and provincial tests. This finding has been replicated many times not only in Alberta but across Canada.

A guide for parents of students in French Immersion, *Yes, You Can Help*, is available for purchase from the Learning Resources Distributing Centre at 403–427–2767 or, outside of Edmonton, dial 310–0000 to be connected toll free.

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Feedback

Curriculum Handbook for Parents: Catholic School Version

Grade 9

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ____ Division 1, ____ Division 2, ____ Division 3

_____ School Administrator (please indicate level) ____ Division 1, ____ Division 2, ____ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:

   _____ extremely useful

   _____ useful

   _____ somewhat useful

   _____ not very useful.

2. What could be done to make this document more useful?

   _____

   _____

3. Other comments and suggestions:

   _____

   _____

   _____

Thank you for your feedback.

Please send your response to:

Director, Curriculum Standards Branch
Alberta Education
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2
Fax: 403–422–3745

notes

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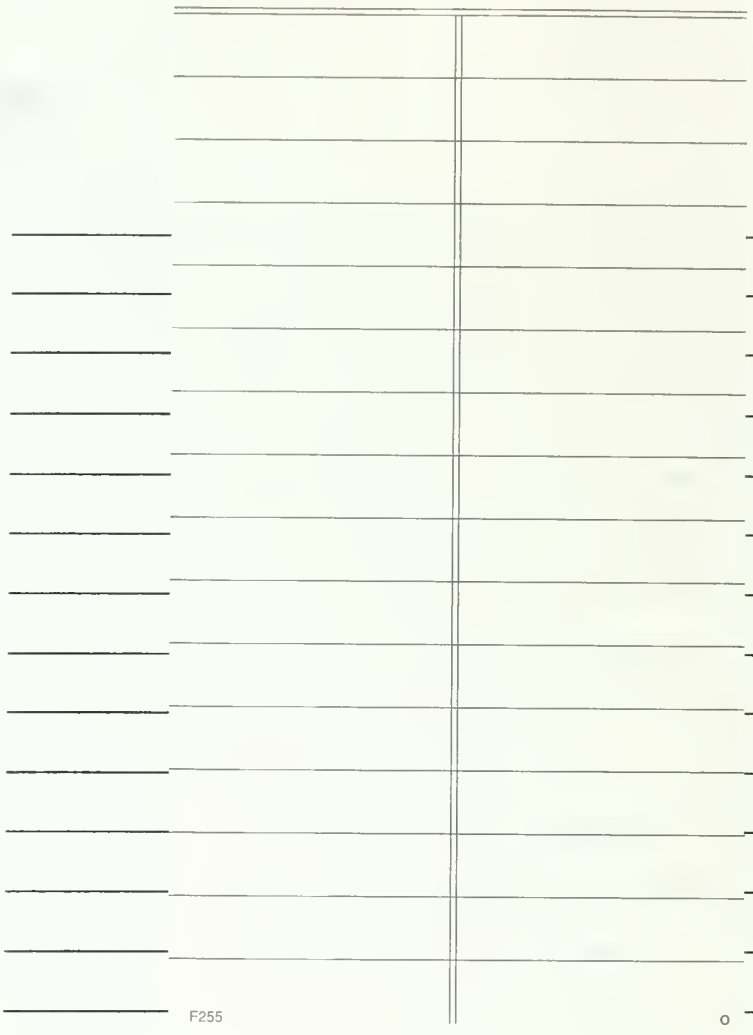

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